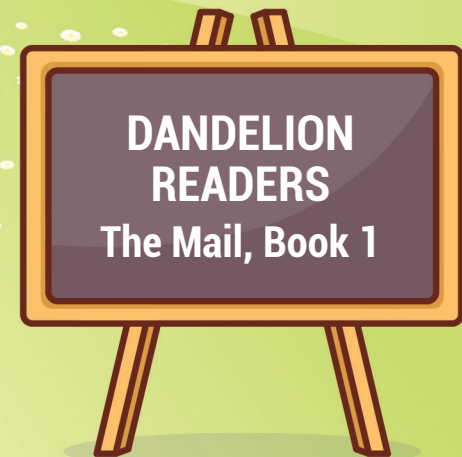




DECODING DUO

STRUCTURED LITERACY ROUTINES



BY THE CRAFTING MINDS GROUP

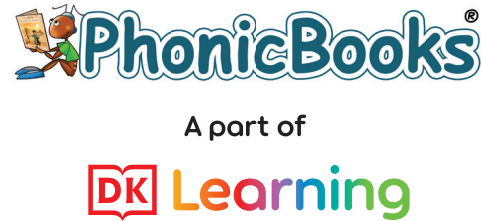
DECODING DUO

Structured Literacy Routines to Accompany Dandelion Readers Level 1

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Scope and Sequence of Dandelion Readers Level 1 Lessons

Lesson Number/Book	Phonics Concept and Letter Patterns	Trick Words	Vocabulary Word	Page
Lesson 1: <i>The Mail, Book 1</i>	Vowel Spelling: ai Rime Pattern: ail, ain, ait	Review: has, says, they, my	nail	18
Lesson 2: <i>The Tree, Book 2</i>	Vowel Spelling: ee Rime Pattern: eed, een, eep	Review: are, from, as, says	screen	33
Lesson 3: <i>Raj Gets a Soak, Book 3</i>	Vowel Spelling: oa Rime Pattern: oad, oak, oan, oat	Review: when, your, day, says	coat	48
Lesson 4: <i>My Turn, Book 4</i>	Vowel Spelling: ur Rime Pattern: url, urn, urp, urt	Review: have, give, my, his	turn	63
Lesson 5: <i>Bread and Jam, Book 5</i>	Vowel Spelling: ea Rime Pattern: ead, ank, ess, uck	Review: you, said, of, was	head	78
Lesson 6: <i>Mr Brown, Book 6</i>	Vowel Spelling: ow Rime Pattern: ow, owl, own, all	Review: the, to, was	down	93
Lesson 7: <i>The Cocoon, Book 7</i>	Vowel Spelling: oo Rime Pattern: ood, ool, oom, oon	Review: night, there, out, look	room	108
Lesson 8: <i>A Fright in the Night, Book 8</i>	Vowel Spelling: igh Rime Pattern: ight, atch, etch, itch	Review: her, was, off	light	123
Lesson 9: <i>In the Wood, Book 9</i>	Vowel Spelling: oo Rime Pattern: ood, oof, ook, oot	Review: was, said, into, off	wood	138
Lesson 10: <i>Paw Prints, Book 10</i>	Vowel Spelling: aw Rime Pattern: aw, awl, int	Review: when, to, said	straw	153
Lesson 11: <i>Oil, Book 11</i>	Vowel Spelling: oi Rime Pattern: oil, oin, oint, oise	Review: her, are, from	spoil	168
Lesson 12: <i>Trip to the Farm, Book 12</i>	Vowel Spelling: ar Rime Pattern: arch, ard, ark, arm	Review: from, into, large, off	park	183

Pathways to Progress Skill Groups

Matching Skills Group to Instructional Need

Pathway Name	Student Characteristics
Foundational Skills	Student(s) demonstrate below benchmark skills across most or all areas of early literacy screening or benchmark measures. The recommended instructional routines offer support across all aspects of word, sentence and passage reading and comprehension. Activities include single word, sentence, and passage reading.
Accuracy Skills	Student(s) demonstrate variable performance across early literacy screening or benchmark measures with notable weaknesses on measures of nonword decoding and/or phonics skills. The recommended instructional routines offer support in building foundational phonemic awareness, sound/symbol, decoding and spelling skills. Activities include single word, sentence and passage reading.
Fluency Skills	Student(s) demonstrate strengths in foundational phonemic awareness, letter/sound and decoding skills on early literacy screening or benchmark measures but indicate an ongoing need for fluency instruction. The recommended instructional routines offer support in building automaticity across all aspects of word knowledge including phonemic awareness, letter pattern recognition, sight word familiarity, single word and sentence reading, and passage reading fluency.
Vocabulary and Comprehension Skills	Student(s) demonstrate strengths in word reading accuracy and fluency but may not be performing at benchmark on measures of vocabulary knowledge, oral language and/or reading comprehension. The recommended instructional routines offer support in building vocabulary knowledge, prosody skills, and text comprehension at both the sentence and passage level.

Decodable Text: *The Mail*, Book 1

Phonics Concept to Teach: Vowel Team ai & Rime Patterns ail, ain, ait

I. Trick Word Review

1. has 2. says 3. they 4. my

II. Phonemic Awareness (Blending)

III. Phonics Concept

Vowel Team ai & Rime Patterns ail, ain, ait

IV. Letter Sound Review (New Sound/Concept in Gray)

1. ail 2. ain 3. ait 4. ip

V. Single Word Reading

1. rain 2. mail 3. wait 4. wail

VI. RAN Chart (Single Word or Phrase)

VII. Sentence Reading

1. It begins to rain.
2. Pip gets logs, nails and a sail
3. "But I can't wait!" Pip wails.

VIII. Phonemic Awareness Instruction (Segmenting)

IX. Dictation

Trick Word	1. says		
Sounds	1. ail	2. ait	3. ain
Words	1. nail	2. pain	3. bait
Sentence	1. Pip gets logs, nails, and a sail.		

X. Vocabulary Routine

nail



XI. Book Reading and Comprehension Check

Read to find out how Pip helps his friends get their mail.

Comprehension Questions can be found on page 7 of the book.

Trick Word Review

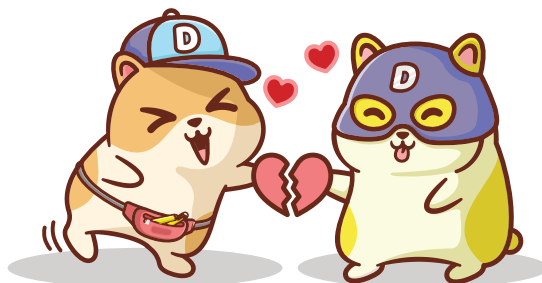
has

h	a	s
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says

s	ay	s
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Trick Word Review

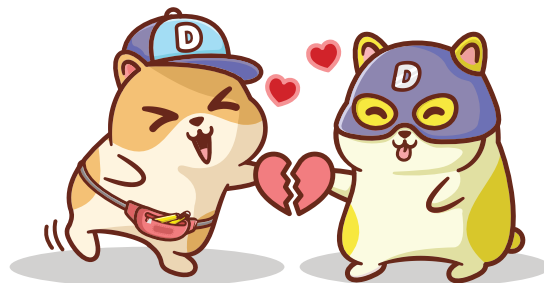
they

th	ey
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my

m	y
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Sound Games - PA Round 1 (Teacher Slide)

If your district uses a phonemic awareness program, please insert those activities now. Otherwise, use the routine below. These oral activities should have a quick and lively pace.

Teacher: We are going to play a mystery word game, I am going to give you the sounds, and you will blend them together to figure out the word.

Teacher: Let's try one. Watch me hold up a finger for each sound. When I connect my fingers, you will blend the sounds to say the mystery word.

BLENDING		
Teacher models	/w/ /A/ /I/	wail
Teacher and student together	/p/ /A/ /I/	pail
Students alone	/r/ /A/ /I/	rail
Students alone	/r/ /A/ /n/	rain
Students alone	/g/ /A/ /n/	gain
Students alone	/g/ /A/ /t/	gait



Phonics Concept (Teacher Slide)

Teacher: We have been working on finding rime patterns by looking for the vowel and any consonants after it. Today, we will be looking at rime patterns that start with two vowels. When two vowels work together to make one sound, we call that a vowel team. The rime patterns we will be looking at first have the **ai** vowel team. (Write **ai** on the board.) The vowel team **ai** says /A/.

Teacher: Let's practice finding the rime pattern in our first word. (Silently write: **hail**.) The rime pattern is the vowel team **ai**, working together to say /A/ and the final consonant sound /l/. (Underline **ail** and elicit the sound from students.) Let's add on the starter to read the word. (Sweep your finger under the word and ask the students to blend the sounds to read the word.) Let's try reading some more words that have vowel teams in their rime patterns.

	Teacher Models	Teacher and Students Together	Students Alone	Students Alone
1. Write target word on whiteboard	hail	quail	pain	wait
2. Underline rime pattern and read rime pattern	<u>hail</u>	<u>quail</u>	<u>pain</u>	<u>wait</u>
3. Say starter sound and read whole word.	hail	quail	pain	wait



Letter/Sounds Practice

ail

ain

ait

ip



Single Word Reading

1. rain

2. mail

3. wait

4. wail



RAN Chart - Single Words

rain	wail	mail	wait
	rain	wail	mail
wail	mail	rain	wait
wail	wait		rain



RAN Chart - Phrases

can't wait

nails and a sail

Pip wails



can't wait

nails and a sail

Pip wails

nails and a sail

can't wait

nails and a sail

Pip wails



Syntactic Phrasing

1. It begins to rain.



2. **Pip** gets logs, **nails**, and a **sail**.



3. "But I can't wait!" **Pip** wails.



Syntactic Phrasing

1. It begins to **rain**.
2. **Pip** gets logs, **nails**, and a **sail**.
3. "But I can't **wait!**" **Pip** **wails**.



Sound Games - PA Round 2 (Teacher Slide)

If your district uses a phonemic awareness program, please insert those activities now. Otherwise, use the routine below. These oral activities should have a quick and lively pace.

Teacher: We are going to play another word game, this time I am going to give you the whole word, and you will break it up into its sounds.

Teacher: Let's try one. I say the word, you repeat the word. Then hold up a finger as you say each sound. Watch me demonstrate.

SEGMENTING

Teacher models	wail	/w/ /A/ /l/
Teacher and student together	pail	/p/ /A/ /l/
Students alone	rail	/r/ /A/ /l/
Students alone	rain	/r/ /A/ /n/
Students alone	gain	/g/ /A/ /n/
Students alone	gait	/g/ /A/ /t/



Dictation (Teacher Slide)

If you have an existing dictation routine connected to your Tier 1 program feel free to employ those strategies.

Teacher (Trick Word): Your trick word to spell is _____. (Have students repeat the word.) Use the heart word strategy by identifying the sounds, and matching up the letters. Which letter(s) did we need remember by heart because they were acting in a magical way? (Students respond.)

Teacher (Sounds/Rime Pattern): The sound is _____, what is the sound? (Students repeat.) What letter(s) makes that sound? (Students respond/write down.)

The rime pattern is _____. (Students repeat the rime pattern.)

What letters makes that rime pattern? (Students say and write the letters.)

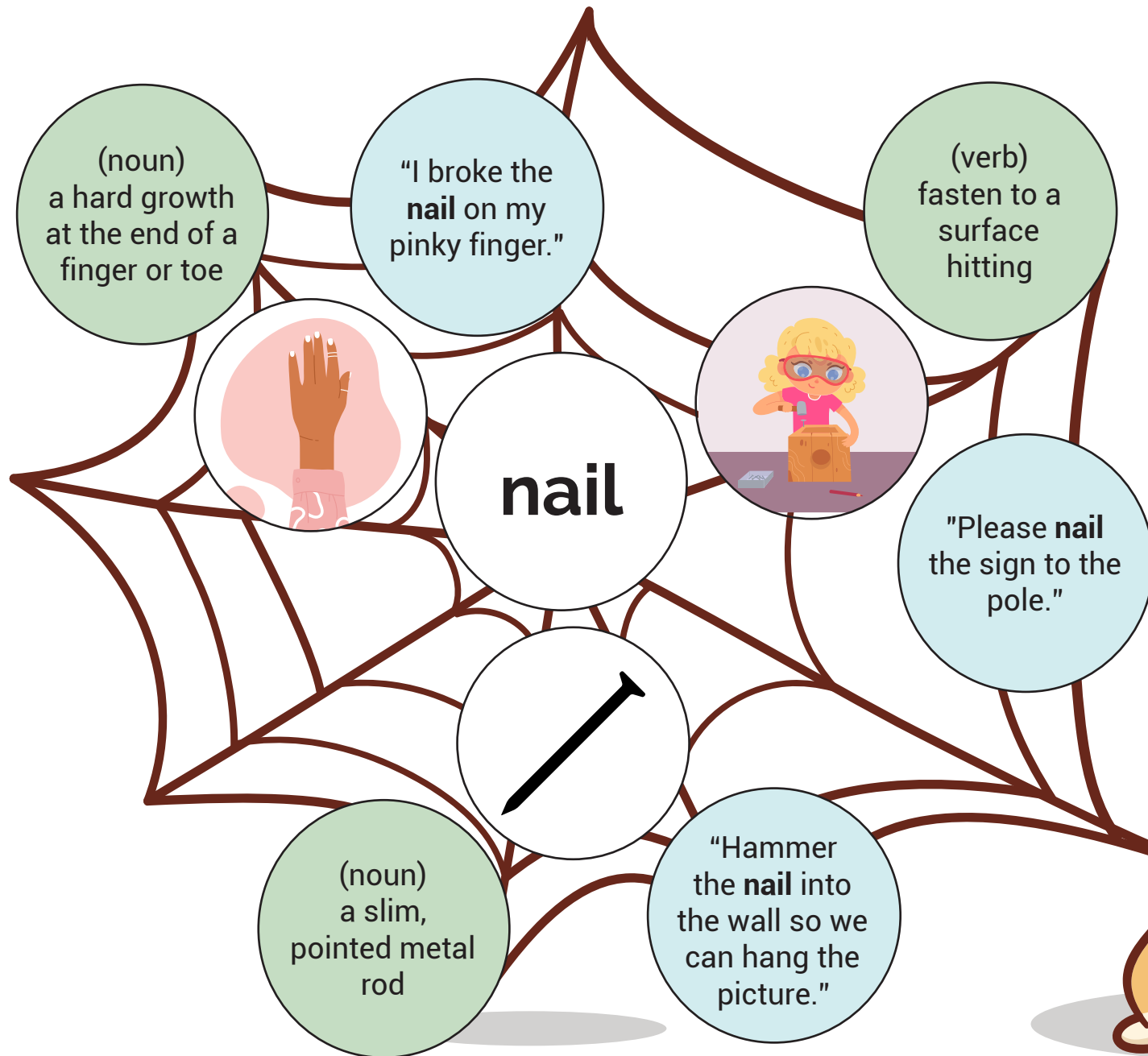
Teacher (Words): The word is _____. (Use the word in a sentence.) What is the word? (Students repeat.) Tell me the starter sound in (word). What letters make that starter sound? Tell me the rime pattern in (word). What letters make the rime pattern? (Students respond after each prompt.)

Teacher (Sentence): The sentence is _____. I am going to throw you the sentence, hold your pencil in your writing hand and catch the sentence in your other hand. Let the sentence out of your hand one word at a time. Hold up a finger for each word you say.

Trick Word	1. says		
Sounds	1. ail	2. ait	3. ain
Words	1. nail	2. pain	3. bait
Sentence	1. Pip gets logs, nails, and a sail.		



Vocabulary Word Web



Elicit students' connections for each word meaning.



Additional Concept/Pattern Practice

tail	fail	sail	pail
lail	zail	chail	thail
gain	plain	wait	gait
hain	zain	taid	chait



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